VET
Handbook

Mosman High School

Contents

1.Introduction
At Mosman High School our VET programs aim to bridge the gap between classroom learning industry and industry by creating meaningful, real-world connections for students. Through hands-on experience, industry partnerships, and practical learning opportunities, we support student development and prepare them for successful careers. By aligning our curriculum with current industry practices, we aim to provide students with valuable skills, insights, and experiences that enhance their employability and confidence in the workplace.

1.1 Strategic Directions:
i. Student Growth and Attainment
Mosman High School's VET courses are designed to ensure that students experience growth in practical, industry-relevant skills through consistent, engaging, and research-based instruction. By delivering explicit training in specific vocational competencies, we ensure students develop valuable skills that enhance both their academic growth and employability.

ii. Building Emotional strength
Mosman High School's VET department is committed to ensuring that all students feel confident, happy, and supported as they engage in vocational education. Recognizing that VET studies often bridge classroom learning with real-world experience, we prioritize an environment where students can connect, succeed, and thrive at every stage of their development. By fostering a supportive, practical, and encouraging learning space, we ensure students can confidently pursue their career ambitions.

iii. High Impact Teaching for Future Capabilities.
Mosman High School's VET department is dedicated to making teaching and learning our core mission, equipping students with essential skills for their future careers. Our vocational programs are built not only to impart practical skills but to foster critical and creative thinking. We encourage students to generate and evaluate knowledge, clarify concepts, seek diverse possibilities, consider alternatives, and solve real-world problems, all of which are vital for success in their chosen industries

1.2 Key Improvement Strategies:
i. Differentiated Curriculum:
Our VET programs are designed to cater to the diverse needs, strengths, and career interests of each student. Through practical, hands-on learning and individualized guidance, we provide a range of pathways that suit varying levels of ability, ensuring that all students feel supported and confident in their learning. This approach helps students to thrive by connecting their unique skills and interests with real-world applications.

ii. Career Education:
We emphasize career guidance and pathway planning within our VET programs, supporting students as they transition from school to the workforce or further education. By setting meaningful, career-oriented goals, connections through work placement, students gain clarity and purpose in their studies. With ongoing support from teachers and industry-informed curriculum, we prepare students for future employment and equip them with the tools to succeed in the creative arts, entertainment, and technical fields.

iii. Work-Related Learning:
Our VET department places strong emphasis on expanding work placement opportunities and building industry partnerships, offering students valuable real-world experience. Through these partnerships, students gain insight into professional environments, enhancing both their skills and confidence. Work placements also reinforce classroom learning by allowing students to apply critical thinking, creativity, and problem-solving skills in authentic settings, fostering growth and readiness for their future careers.

1.3 VET-Specific Initiatives:
i. VET Course Expansion: Develop and implement new VET courses to enhance student choices across stages, where possible.
ii. Industry Partnerships: Establish partnerships with local businesses and organizations for work placements and mentorship.
iii. VET Teacher Professional Development: Provide ongoing training for VET teachers to ensure industry relevance.

1.4 Performance Measures:
i. VET Completion Rates: Monitor and improve VET course completion rates.
ii. Student Destinations: Track student transitions to further education, training, or employment.
iii. Industry Satisfaction: Evaluate industry partner satisfaction with work placements and VET programs.
iv. Topic Evaluations: Ongoing evaluations of topics being delivered.
v. Student Exit Survey: Student exit surveys are performed to measure performance and satisfaction of students.

1.5 Links to VET:
  i. Career Adviser: Support career adviser to support students' career pathways and VET choices.
  ii. VET Coordinator: VET coordinator to oversee program delivery and industry partnerships.
  iii. VET Facilities: Upgrade and maintaining facilities to support VET programs.
  iv. Work placement connection through Youth Upfront.

1.6 Action Plan from 2025
  Year 1: Establish industry partnerships, and provide teacher professional development, improve facilities.
  Year 2: Implement work-related learning programs, expand career education
  Year 3: Evaluate VET program effectiveness, refine industry partnerships, and improve student transitions.
  By focusing on these key points, Mosman High School aims to enhance its VET programs, improve student outcomes, and strengthen industry connections.

1.7 Roles within the Mosman High school VET system
  Principal: Susan Wyatt
  RTO Officer: Madeline Gale
  Careers Advisor: Richard Mew & Leah Barry
  Youth Upfront Contact: Amiee O'Conner [Work Placement]
  VET coordinator: Michael White
  Cookery Teacher: Jacques Willems
  Entertainment Teacher: Michael White.

1.8 School Background and Training products offered
  Mosman High is a comprehensive coeducational secondary school of approximately 1000 students with an outstanding reputation for academic achievement and success in the creative and performing arts. The school offers highly sought after special programs for students in drama, academia, music, Chinese and visual arts. With over 90% of HSC students gaining first round university offers and a strong record of academic excellence, Mosman High has been considered for many years as one of the top schools in New South Wales. The school prides itself on meeting the individual learning needs of every student. Mosman High School offers a number of VET courses that meet the needs of students creating positive opportunities and pathways for post school careers.

Training Product (including code and name of qualification)	NESA Course Name	NESA course status ICG / BEC	NESA Code	Cohort	Teachers Qualified to Deliver and currently listed.
SIT20421 Certificate II in Cookery.	Hospitality - kitchen operations and cookery.	BEC	26587	2024 2025 2026	Jacques Willems
CUA30420 Certificate III in Live Production and Technical Services	Entertainment Industry	BEC	26403	2024 2025 2026	Michael White

*At Mosman High School the White card training is delivered by an external provider

1.9 National VET Standards: Overview of Compliance with Australian Quality Training Framework (AQTF) and Standards for RTOs
  The National Vocational Education and Training (VET) Standards ensure that Registered Training Organisations (RTOs) operate within a framework of high-quality training delivery and assessment. At Mosman High School, we adhere to these standards to maintain compliance and deliver industry-relevant qualifications. Below is an overview of key compliance areas and how they relate to our VET programs.
Purpose of National VET Standards

The Standards for RTOs (2015) form part of the Australian Quality Training Framework (AQTF).
These standards are designed to:
• Ensure nationally consistent, high-quality training across all RTOs.
• Protect the interests of students and industry stakeholders.
• Ensure qualifications are relevant to workplace requirements.

By aligning with these standards, Mosman High School ensures its VET offerings meet national expectations for quality, integrity, and student outcomes.

1.10 VET Communcation

Source of Information	Attended by	Information to	Type of Communication
Macquarie Park VET Coordinator Meeting	VET Coordinator	Principal, Careers Advisers, Relevant VET Teachers	PL Form, Verbal, handouts during VET Committee Meetings
Career Adviser Network Meeting	Careers Adviser	Principal, VET Coordinator and all VET Teachers, Students	Verbal, handouts, email
VET Teacher Network Meeting	VET Teachers	Principal, VET Coordinator and all VET Teachers, Students	PL forms (signed by HT and principal), Verbal, handouts, email
School VET Committee Meetings	VET Coordinator, All Vet Teachers	Principal, Vet Coordinator, Careers Advisers, HT VET subjects, VET Teachers	Minutes, handouts, verbal, access to data, projector and computer whiteboard / school based server.
Other e.g DOE, Macquarie Park RTO, NESA		Principal, Vet Coordinator, Careers Advisers, HT VET subjects, VET Teachers	Mail, Email, Fax, phone, intranet, website

2 Evidence Central

Evidence Central is a secure, centralized online platform designed to streamline the delivery and management of VET courses within schools. This system allows teachers to efficiently monitor, assess, and store student evidence of learning, meeting the compliance requirements for Vocational Education and Training. By providing an accessible digital portfolio, Evidence Central enables students to upload assignments, practical assessments, and certification documents, ensuring that all work meets industry standards and competencies. For teachers, it offers tools to track progress, verify submissions, and align student work with course outcomes. Evidence Central enhances transparency, organization, and accessibility in the VET learning environment, supporting both students and educators in the pursuit of excellence and industry-aligned skills.
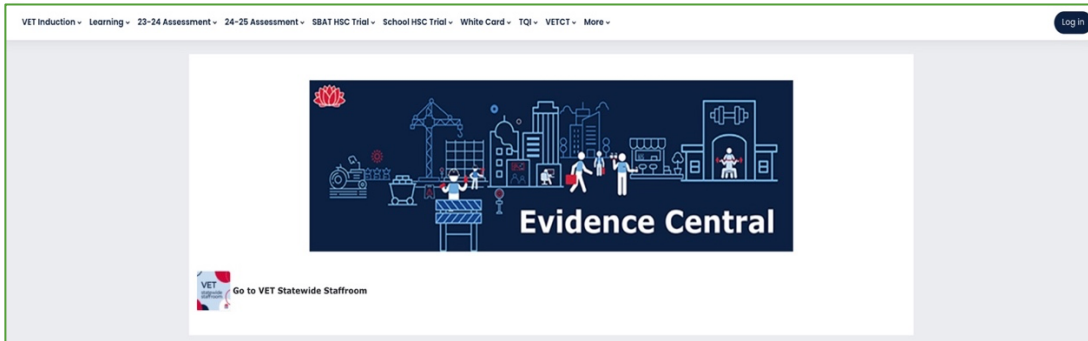
2.1 Evidence Central Inductions

All teachers and students must complete the Induction prior to starting a course through Evidence Central. Teachers and students will not have access to the features, tasks, programs or course work until the induction has been completed.

2.2 Features of Evidence Central

i. Evidence Upload: Students can upload photos, videos, documents, and other forms of evidence to demonstrate their achievement of unit requirements.
ii. Assessment Submission: Assignments and tasks can be submitted electronically for teacher review.
iii. Tracking Competencies: Evidence Central allows both students and teachers to track which competencies have been completed and what is still pending.
iv. Feedback and Validation: Teachers can provide feedback and validate student evidence directly within the platform.
v. Compliance: Evidence Central ensures all documentation aligns with RTO (Registered Training   Organization) compliance and auditing standards.

2.3 Teacher Responsibilities

i. Reviewing Evidence: Teachers will review and validate evidence to ensure it meets competency requirements.
ii. Providing Feedback: Constructive feedback will be given for resubmission if necessary.
iii. Monitoring Progress: Teachers will monitor the progress of student submissions and provide support for incomplete units.

2.4 Student Responsibilities
i. Uploading Evidence: Students are required to upload evidence as outlined in each unit of competency, such as risk assessments, cue sheets, or project documentation.
ii. Maintaining Timeliness: Evidence should be uploaded by the deadlines specified by the course calendar.
iii. Quality of Evidence: Ensure all uploaded documents meet the guidelines provided in the course instructions.

2.5 Best Practices with Evidence Central
i. Organize Evidence: Use clear file names and descriptions for uploaded documents to ensure easy retrieval.
ii. Regular Updates: Frequently upload progress to avoid last-minute submissions.
iii. Seek Help When Needed: Contact the VET coordinator if experiencing technical difficulties or confusion about requirements.
iv. When enrolling into evidence Central for the first time. Students will need – Department Email – USI   number – NESA Number.

3. USI

The Unique Student Identifier (USI) is a reference number allocated to every individual undertaking vocational education and training (VET) in Australia. Its primary purpose is to create a secure online record of all a student's nationally recognized training, ensuring they have easy access to their achievements throughout their education and career.

3.1 How to Attain a USI

Using the link (https://www.usi.gov.au/students/get-a-usi) Students can create their USI. If they have a USI and have lost their number. Students can retrieve it by following the links on the USI portal through *"Find your USI"*

3.2 Uploading a USI to Evidence Central.

Once a student has their USI they will need to upload it onto Evidence Central through the students subject portal. This can only be completed after they complete the VET induction.
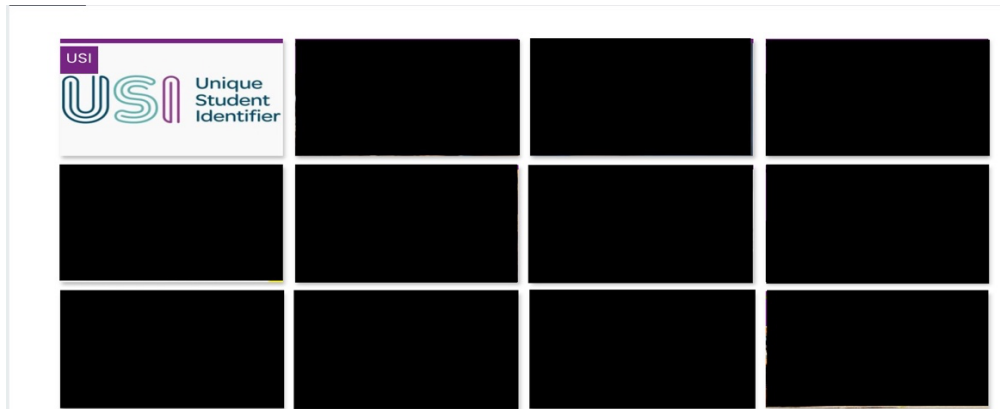
Then you click on *Add your USI and Information to Verify it*. Enter details required, including Full name that is the same as Identification used to attain the USI. NESA number, Date of Birth and USI.

3.3 Uploading the USI to Evidence Central as VET Coordinator or Classroom Teacher.

Click on Participants to take you to the list of students in the course.

24-25 Cert ████████████████████████

Course   **Participants**   Grades   Reports   Badges   More ⌄

3.4 Manual change of USI and other relevant student information.
To make changes to a students profile including adding a USI or editing other necessary information you can select *Edit profile* to make any necessary changes. Once completed – ensure that the *Update profile* button at the bottom of the page is selected to save any edits made.

████ ████████████████

████████████

Expand all
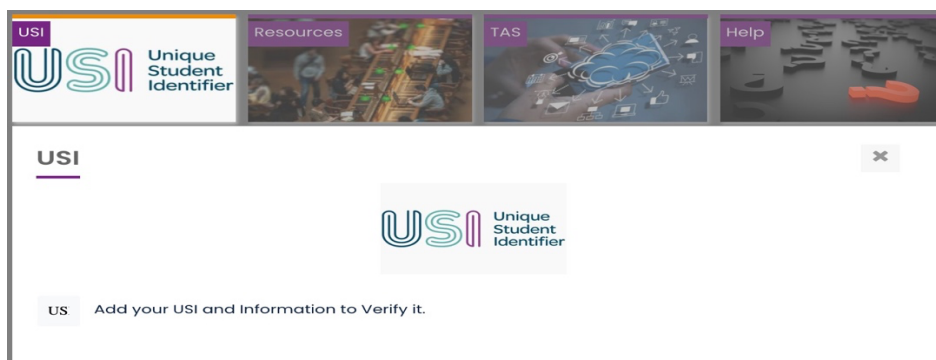
> General   Edits to name, Address or Email can be made here in "General"
> User picture
> Additional names
> Interests
> Optional
> ECR   ECR is where you make edits to NESA Number, USI, DOB
> Other fields

Update profile   Cancel

ⓘ Required

3.5 USI tips and suggestions
  i. Ensure when students are trying to attain their USI they have a Medicare card, learners license or Passport to ensure details such as name, Date of Birth are accurate.
  ii. Keep your USI and login credentials safe and secure.
  iii. Update your details if your name or contact information changes to avoid discrepancies.
  iv. Regularly check your USI account to ensure your training records are complete and accurate.

4. Work Placement
Workplace learning refers to programs that provide students with valuable opportunities to develop vocational skills, knowledge and attitudes in the context of real work environments. Workplace learning extends the school curriculum by enabling students to gain practical experience that may assist them in their transition from school to work and further study.

4.1 Youth Upfront
Mosman High School liaise with Youth Upfront to engage opportunities for Work placement for VET Students. Youth Up Front is an Australian non-profit organization focused on supporting young people to build resilience, confidence, and life skills through various programs and services. They aim to empower youth to reach their potential, often working with schools, community groups, and families to address challenges and foster positive development.

Mosman High Schools Contact for Youth up Front is listed in Roles within the Mosman High school VET system

4.2 Requirements before commencing Work Placement
Before commencing work placement students need to complete the mandatory online training. This is to ensure all students have a basic understanding of the requirements of work placement and workplace safety. Students are also required to have their White Card to ensure they have an understanding of WHS.
The requirements for work placement are listed below;
- **Workplace Ready Certificate - go2workplacement.com**
- Work placement Readiness session – organised by VET Coordinator for commencing year of study.
- All students are required to complete the SP20 form and complete the work placement booklets whilst on their work placement to ensure they are signed off by the supervisor.

Other Workplace related information can be found at

https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/workplace-learning/guides-and-forms

4.3 Responsibility of Teachers for Work Placement
Teachers are required to support students on Work Placement this involves;

- Ensuring that the location of work placement for the students has a clear link to the requirements of the course.
- Teachers should communicate with workplace employers to check on how students are tracking.
- The VET Coordinator will monitor students' progress on work placement and communicate to Youth upfront if required.

5. VET Assessment Policy
This policy outlines the assessment procedures for Stage 6 VET Entertainment to ensure alignment with **Evidence Central**, **TAFE NSW**, and the NESA VET requirements. The policy ensures fairness, transparency, and compliance with competency-based assessment principles.

5.1 Competency Based Assessment
Assessment in VET Entertainment is **competency-based**, meaning students must demonstrate their ability to meet the required industry standards for each unit of competency. Competency is achieved when a student consistently demonstrates the required skills and knowledge under workplace conditions.

5.2 Assessment Methods
Students will be assessed using a variety of methods, including but not limited to:

- Practical demonstrations
- Written and oral questioning
- Workplace simulations
- Projects and case studies
- Logbooks and workplace evidence
- Supervisor reports (if applicable)

5.3 Use of Evidence Central
All students are required to submit assessment evidence via **Evidence Central**, the designated platform for storing and verifying competency-based assessments. This includes:

- Uploading completed assessments
- Logging practical hours and work placement reflections
- Maintaining supporting documentation such as risk assessments, cue sheets, and WHS forms
- Submitting competency progress reports

5.4 Work Placement Requirements
As part of the VET Entertainment course, students must complete **mandatory work placement** as per TAFE NSW requirements. Work placement evidence must be recorded and submitted via **Evidence Central**, including:
- Employer evaluations
- Work placement logbooks

.5 Assessment Submission and Deadlines
- All assessments must be submitted by the due date outlined in the assessment schedule.
- Late submissions must be supported by valid documentation (e.g., medical certificate, approved extension request).
- Failure to submit assessments may result in **Non-Competency (NC)** until sufficient evidence is provided.

.6 Resubmission and Appeals process
- Students who are deemed **Not Yet Competent (NYC)** will be given **one opportunity** to resubmit their work within a designated timeframe.
- Appeals must be lodged within **five school days** of receiving results and will be reviewed by the VET Coordinator or Faculty Head Teacher and the assessor.

.7 Academic Integrity and Authenticity
- Students must submit **authentic** work. Plagiarism or collusion will result in the assessment being invalid and may require a resubmission under supervision.
- Students may be asked to demonstrate their knowledge orally to confirm authenticity.

5.8 TAFE NSW AND NESA Requirements.
- Students undertaking the **TAFE-delivered VET course (TVET)** must comply with **TAFE NSW assessment policies**.
- NESA requirements for HSC examinations and competency reporting must be met, including **competency completion for ATAR eligibility**.

5.9 Record keeping and Confidentiality
- All assessment records will be securely stored on **Evidence Central** and retained as per NESA and TAFE NSW guidelines.
- Student progress and results remain confidential and will only be shared with relevant stakeholders.

5.10 Student Responsibilities
Students are expected to:
- Engage actively in all assessments
- Submit work via Evidence Central on time
- Communicate any difficulties before deadlines
- Adhere to all WHS and competency-based assessment requirements

5.11Teacher and Assessor Responsibilities
Assessors must:
- Ensure all assessments align with training package requirements
- Provide timely feedback on student progress
- Use Evidence Central for record-keeping and assessment validation
- Support students in achieving competency while maintaining industry standards

5.12 Policy Review
This policy will be reviewed **annually** to ensure compliance with **NESA, TAFE NSW, and RTO** requirements. Any updates will be communicated to students and staff.

6.1 SIT20421 Certificate II in Cookery

The Cookery Certificate II course in VET provides students with foundational skills in food preparation, hygiene, safety, and basic cooking techniques required for entry-level roles in the hospitality industry. It covers practical training in commercial kitchen operations, knife skills, workplace communication, and the preparation of simple dishes, laying the groundwork for further study or employment in food service settings.

Course outline – Units of Competency

Unit of Competency status	Unit Code	Unit Title	Pre/Co requisite	Qualification group	NESA (HSC) group
Core	SITXWHS005	Participate in safe work practices	Nil	Core	Mandatory
	SITXFSA005	Use hygienic practices for food safety	Nil	Core	Mandatory
	SITHKOP009	Clean kitchen premises and equipment	SITXFSA005	Core	Stream
	SITHCCC034	Work effectively in a commercial kitchen	SITXFSA005 SITHCCC027	Core	Elective
	SITHCCC023	Use food preparation equipment	SITXFSA005	Core	Stream
	SITXINV006	Receive, store and maintain stock	SITXFSA005	Core	Elective
	SITHCCC027	Prepare dishes using basic methods of cookery	SITXFSA005	Core	Stream
Elective	SITXFSA006	Participate in safe food handling practices	Nil	Elective- Group A	Mandatory
	SITHCCC025	Prepare and present sandwiches	SITXFSA005	Elective- Group A	Elective
	SITHCCC026	Package prepared foodstuffs	SITXFSA005	Elective- Group A	Elective
	SITHCCC024	Prepare and present simple dishes	SITXFSA005	Elective- Group A	Elective
	SITXCOM007	Show social and cultural sensitivity	Nil	Elective- Group D	Elective
	SITXCCS011	Interact with customers	Nil	Elective- Group D	Mandatory
					Total:

6.2 CUA30420 Certificate III in Live Sound and Technical Services. (Entertainment)

The Certificate III in Live Sound and Technical Services equips students with practical skills in audio setup, operation, and troubleshooting for live events. It covers areas such as sound system installation, mixing, signal flow, workplace safety, and industry-standard equipment use, preparing graduates for roles in concerts, theatre, and event production.

Course outline – Units of Competency

Unit of Competency status	Unit Code	Unit Title	Pre/Co requisite	Qualification group	NESA (HSC) group
Core	CUAIND311	Work effectively in the creative arts industry	Nil	Core	Mandatory
	CUAIND314	Plan a career in the creative arts industry	Nil	Core	Core
Elective	CPCCWHS1001	Prepare to work safely in the construction industry	Nil	Elective – Group A	Elective
	CUAWHS312	Apply work health and safety practices	Nil	Elective – Group A	Mandatory
	CUASOU331	Undertake live audio operations	Nil	Elective – Group B	Mandatory
	CUALGT311	Operate basic lighting	Nil	Elective – Group B	Mandatory
	CUASTA212	Assist with bump in and bump out of shows	Nil	Elective – Group D	Elective
	SITXCCS006	Provide service to customers	Nil	Elective – Group B	Mandatory
	CUASOU306	Operate sound reinforcement systems	Nil	Elective – Group B	Elective
	CUAVSS312	Operate vision systems	Nil	Elective – Group B	Mandatory
	CUASTA311	Assist with production operations for live performances	Nil	Elective – Group B	Mandatory
	CUASMT311	Work effectively backstage during performances	Nil	Elective – Group B	Elective
					Total

6.3 CUA30420 Certificate III Specialisation (60 hour)

The 60-hour Specialisation Course for Entertainment equips students with practical skills in live production by focusing on **participating in collaborative and creative projects, organising personal work priorities, and installing and operating follow spots**. It covers teamwork in creative industries, time management and workflow organisation, and hands-on experience with follow spot lighting for live performances. Students completing this course are required to submit a portfolio and complete a practical task that involves executing a live show.

Course Plan	Unit Status	Unit Code	Unit Title	Pre/Co requisite	NESA indicative hours	NESA HSC group
Units of Competency	Core	CUAPPR314	Participate in collaborative creative projects	Nil	20	Core
		BSBPEF301	Organise personal work priorities	Nil	20	Core
	Elective	CUALGT314	Install and operate follow spots	Nil	20	Elective